User-Led Accessibility Audit Report: Trinity Centre for Health Sciences (St. James' Campus & Old Stone Building)

Date Of Audit: **July 2024**

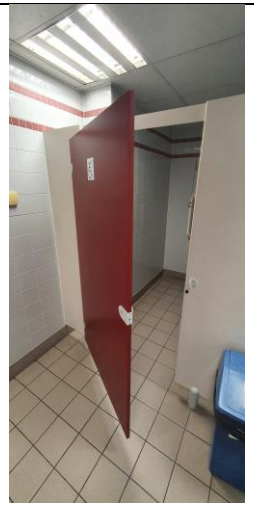
Audited By: **Faolán Doecke Launders**

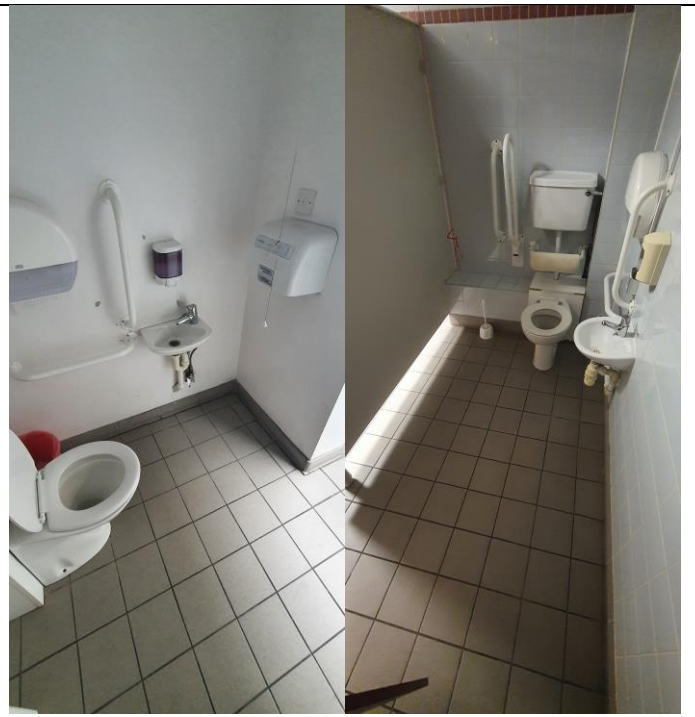
Area Zone: **6**

Premises Manager: Bernard Smith

Tabular Summary of Accessibility Issues

Feature	*Access Comment*	*Action Required*	*Image (if applicable)*
Accessible and automated doors throughout the building	Almost all doors within the premise, including those that lead to accessible WC facilities, are not automated.	Review and prioritise doorways that lead to essential areas or services to be automated. The primary focus would be WC facilities and large lecture theatres.	**N/A**
Outward Hinging Doors to WC facilities	Space to manoeuvre within a cubicle or room is usually tight and can be made more challenging by having the door open into the space. Of the 4 WC facilities audited, only 1 of them had an outward hinging door.	Consider reversing the hinging so that the door opens outward from the cubicle or room.	**Inward Hinging WC Doors**  **Outward Hinging Cubicle Door** Location: 2nd Floor Men's Bathrooms

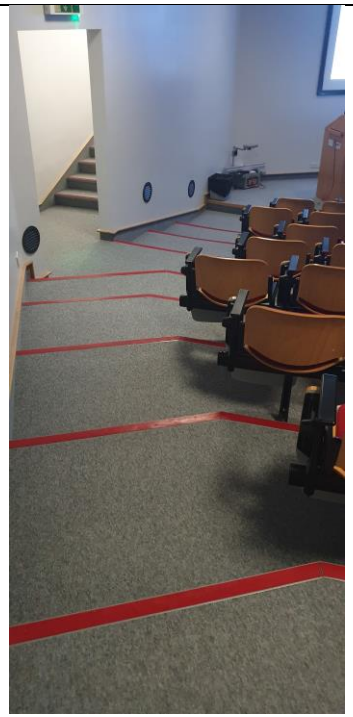
			
Contrasting Handrails for WC facilities	Handrails should contrast in colour for improved visibility, usually handrails tend to be a white or metallic colour that may not provide great contrast to the rest of the room. Creating a differing contrast would provide support for users who might be visually impaired or to attract attention in the case of a sudden need to use them, such as to prevent emergencies and accidents.	Consider recolouring the handrails more vivid colour to contrast with the pale or white scheme of the facility. Make sure to colour the handrails only as to allow them to be easily differentiated and visible in a sudden situation.	**Handrail colour does not contrast with the walls**

			 
Signage for WC facilities	2 of 4 audited WC facilities were located within gendered WC facilities.	On the door to the gendered WC facilities, add a symbol indicating Accessible WC facilities within.	**N/A**

	Accessible WC directional signage was visible from the main hallways of the building and once you were inside the gendered WC facility. However, this is a gap of directional signage where once you arrive to the gendered WC doors, there is no indication on the external door that the Accessible WC facilities are found within the gendered WC facility. This could lead to confusion around where exactly the Accessible WC is.		
Accessible Desks for small teaching spaces	The majority of teaching spaces within this premise are small teaching rooms that have a dynamic and adjustable layout. This layout allows for it these spaces to be made accessible when needed. However, there will need to be a desk available for students who are, for example, wheelchair users	**Consider providing easily movable desks in the following rooms:** Room 1.53, Room 1.54a, Room 1.54, Room 1.61, Room 1.69, Room 3.10, Room 3.15, Room 3.17a, Room 3.17b, Stopford Price Seminar Room, Mac Neven Seminar Room, Hayes Seminar Room, among others. **This can also be done for:** Durcan Lecture Theatre, Robert William Smith Lecture Theatre,	**An example of the typical layout of all the smaller teaching spaces within the premises.**  **Ensuring there is a dedicated desk for**

	and cannot use the arm tablet chairs available. This desk can be simple and flexibly placed within the room so that it can be used when needed.	William Fetherston Montogomery Lecture Theatre. However, larger lecture theatres should have static, height adjustable desks, due to their more frequent usage. See more below.	**accessibility usage will ensure these spaces are usable.**
Accessible Desks for large teaching spaces	Larger teaching spaces will require static desks, this is to ensure they are accessible in any situation. In tiered lecture theatres desks should be placed at the very back and upmost tier. In these lecture theatres students may face health challenges to their posture if they had to be at the front, usually dependant on the angle of elevation that the projection screen is in relation to the student's eye level. This should not be in excess of 30 degrees, to avoid long term issues with posture. In single-level lecture theatres, the designated accessible desk areas should be near the front, or	**Consider providing static desks for the following lecture theatres:** Durcan Lecture Theatre, Robert William Smith Lecture Theatre, William Fetherston Montogomery Lecture Theatre.	**An ideal location for a static accessible desk at the back of a tiered lecture theatre.**   **Whereas for single-level theatres the location should be nearest the doorway, at the front.**

	nearest to the main doorway of theatre.		
Handrails for tiered lecture theatres.	Handrails should be provided to accompany steps in tiered lecture theatres. This to provide support for students who face challenges climbing steps particularly when the stairs or step-way has lots of student traffic before or after use.	Consider adding handrails along the walls to accompany steps in any tiered lecture theatres, such as the Durcan Lecture Theatre.	**The steps along the walls of the Durcan Lecture Theatre should have handrails.**

Safer gradient for the ramp to the Old Stone Building.	There are limits imposed on the gradients of ramps during their development to ensure that the ramp can actually be used without requiring intensive work efforts and to ensure the that ramp user is not at risk of falling backwards. Ramps situated outdoors should have more even more consideration due to the commonality of poor weather, iced pathways, wind and rain that the user also must navigate, particularly as majority of the academic year is between Autumn to Spring. While this ramp does have handrails and a flat rest point at the middle, the gradient would be challenging to most users.	Consider extending the ramp to make the gradient much less challenging, or an alternative method of vertical climbing.	 **The ramp leading to the Old Stone Building**

Appendix 1: Introduction to the User-Led Audit

What is a User-Led Audit?

A User-Led Audit involves community members who experience accessibility challenges firsthand. These individuals will lead the evaluation of our physical and sensory environments to ensure our campus meets their needs effectively. This approach allows for authentic insights that are often overlooked in traditional audits, leading to more impactful and meaningful improvements.

Why User-Led Audits?

- **Authentic Feedback**: Direct from community members affected by accessibility barriers, ensuring that changes reflect real needs.
- **Empowerment**: This initiative empowers those impacted by accessibility issues to contribute actively to solutions, fostering a sense of ownership and involvement.
- **Comprehensive Improvements**: Beyond compliance, these audits aim to enhance actual usability and comfort, making our campus welcoming for everyone.

What is the Audit Tool being used?

The Audit Tool being used has been specifically designed for this initiative and continues to be constantly updated and developed as we move through each audit stage. The Audit Tool is an Excel-based program designed to streamline the data collection and analysis process for auditing accessible spaces.

The tool serves two primary functions:

- **Data Collection:** Users can systematically record detailed information about the accessibility features of various spaces. This includes inputting specific criteria and observations related to physical access, facilities, and compliance with accessibility standards.
- **Data Production:** The tool processes the collected data to generate comprehensive reports. These reports provide insights into the current state of accessibility, highlight areas of non-compliance, and suggest improvements.

Audit Objectives:

- To conduct detailed physical and sensory access audits across the TCD campus, identifying barriers to accessibility.
- To engage with the TCD community, particularly those with disabilities, ensuring a user-led approach in identifying and addressing accessibility issues.
- To develop and implement actionable recommendations for enhancing campus accessibility, informed by audit findings and user experiences.
- To foster a culture of inclusivity and awareness regarding accessibility issues within the TCD community.

Appendix 2: Reference Standards

- **Building Regulations 2010, Technical Guidance Document M (TGD M):** Access and Use: Provides guidance on complying with Part M of the Building Regulations for accessibility.
- **National Disability Authority (NDA) - Building for Everyone:** A Universal Design Approach: Offers comprehensive guidelines on universal design for accessible buildings and public spaces.
- **Irish Wheelchair Association (IWA) - Best Practice Access Guidelines**: Focuses on best practices for designing accessible environments, particularly for wheelchair users and those with mobility impairments.